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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2012-2013**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** Kinder | | **Unit:** How we organise ourselves  (L2) **Stations** | | | | | **Driving  Supporting Discipline-Specific** | | | | |
| **Modality**  xVisual  Kinaesthetic  xAuditive | **Style**  Mastery  xUnderstanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
| Visual-Spatial  xVerbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:**  -Listens to and recognizes words in sentences, in poems, rhymes, tongue-twisters and songs  -Uses simple phrases in context to communicate, applying new vocabulary (answers WH questions showing understanding).  -Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories.  - Writes assigning meaning to messages  - Identifies the meaning of images, logos and familiar signs found in illustrations, picture books, reference books and stories. | | | | | | **Skills:** Listening/Speaking/Writing | | | | | |
| **Materials:** poem or song chosen for the assembly, display with strips of paper with words from song or poem, headphones, sound booklet, 2 computers, English notebook and pencil case | | | | | | **Grouping**  Individual  Pairs  xSmall group  Half group  Whole group | | | **Co-teaching** | | |
| **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  xStations |
| **Date: Week 24**  **(Feb the 25th to the 1st)** | | | **Time: 1 block**  **(Stations of 30 min each)** | | |
| **Description** | | | | | | | | | | | |
| **Main Activity:**  **Station 1 (Interactive chart)(Text chosen for the assembly) (Teacher)**  **Opening:** Have the complete text in a visible place and cover some words of the text leaving only the beginning sound for children to see. Invite them to choral read and ask: Which is the sound? Let’s all make the sound (**M**~~oving~~ sound MMM) what word is it then? You can also give children the chance to give some examples of other words that begin with the sounds. Let children play find the missing word with at least 5 or 6 words. It is a good idea to do it with those words children that need more practice. Invite children to make short sentences with the different words.  **Station 2 (Survey)**  Children will gather the information among the community about: how the different visual texts help people organise themselves?  **Station 3 (Computer)** [**http://professorgarfield.org/Phonemics/chickenCoop.html**](http://professorgarfield.org/Phonemics/chickenCoop.html)  Children will have the chance to practice different beginning sounds in this new interactive link.  **Station 4 (Writing)(Teacher)**  Continue working on the draft of our invitation card for the assembly. Remember to have in mind children’s input on what an invitation card should have (YK on the thank you note).  **Station 5 (B sounds booklet)**  Children will continue registering on their booklet examples for the next beginning sound **(M)** | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing**: | | | | | | | | | | | |